

EVALUATING GOALS AND OBJECTIVES

(May be used for goals and objectives to increase positive behaviors as well as to decrease maladaptive behaviors)

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Comments on Goals and Objectives for Behavior Plans	Scoring	Examples: <i>All examples below relate to the same student and same behavior</i>	Key Concepts
<p>Periodic or continuous progress monitoring</p> <p>Behavior plans <u>must</u> include on-going monitoring of student mastery of the replacement behavior in order to measure the success of the plan.</p> <p>Goals and objectives may occur only on the behavior plan if the student does not have an IEP or 504 plan. If the student has an IEP or 504 plan, the behavior plan must be attached, and monitoring must occur, along with all IEP goals, "at least as often as is reported for students without disabilities," therefore, at report card periods.</p> <p>Changes to goals should be made in accordance with the communication provisions in the behavior plan. If this behavior plan is part of an IEP or 504 plan, revisions require following IEP/504 team procedures, including parental informed consent.</p>	<p>2 = All goal(s)/objective(s) are complete (All 6 key components are present.)</p> <p>1 = A measurable goal but some ambiguity exists because key components 3, 4, 5, & 6 are missing</p> <p>0 = This goal or objective is not measurable and should be rewritten</p> <p>Important Considerations: Be sure at least one goal is for a replacement behavior. Simply eliminating maladaptive behavior is <u>not</u> the goal of a good behavior plan. If the student has problem behavior, the student has a skill deficit that needs both instruction and environmental supports. It is essential for a behavior plan to have goals and objectives for replacement behavior that meets the same function as the problem behavior. (e.g., If he runs out of the room to escape, what will he do to escape in a way we will accept? Can he request a break and go to an identified break corner of the room?) In addition to replacement behavior, the team <u>may</u> also consider additional goals for:</p> <ol style="list-style-type: none"> 1) Reduction in problem behavior frequency, intensity or duration and/or 2) General increase in positive behaviors. 	<p>2 = "By 6/03 Student will request a break during seatwork using the technique taught in speech therapy and practiced in class with 100% accuracy as observed and rated by teachers on 3/5 days in a two week period and recorded on the 4 key behaviors chart developed by the Speech Pathologist." (Analysis: All 6 key components are present. There is no ambiguity.)</p> <p>1 = "Student will request a break " (Analysis: This objective is observable and measurable; it specifies what the student will do; however, it is missing components 3 through 6.)</p> <p>0 = "Student will stop wasting time." Or "Student will feel less frustrated." (Analysis: These objectives are not well defined in terms of what you would observe, measure and record, and are missing all six key components.)</p>	<ol style="list-style-type: none"> 1) Observable and measurable (<i>Describe as though you were taking a picture of the behavior. To be observable & measurable, the description should clearly state what the behavior looks like with no ambiguity as to what is to be measured.</i>) 2) Specifies what the student will do (<i>Do not describe how the student feels or thinks; this is not readily measurable.</i>) 3) By when will criteria be reached (<i>This is the final date to determine if the goal/objective has been met</i>) 4) Under what conditions (<i>What variables are present? Examples: in what location, during what activity, with what staff</i>) 5) At what level of proficiency, (<i>Examples: number of times, % of observations, number of specific behaviors in a behavior chain shown</i>) 6) How and by whom mastery will be measured (<i>Specify an objective measurement that would not vary between observers.</i>)